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ABSTRACT

The Sports Institute for Research/Change Agent Research (SIR/CAR) model and method for research in organizational history are used to analyze the growth and development of the Canadian Intercollegiate Athletic Union (CIAU) from its inception in 1906 through its breakup in 1955 and its reestablishment in 1961. Four stages of growth are identified: primitive, primary, stable, and elaborate. Both the historical and modern organizations of the CIAU are analyzed using these stages to show the development and decline of the organization. This pattern is used to substantiate the theory of cycles of conflict and patterns of organizational growth and development developed by Ralph M. Stogdill and the Ohio State Leadership Institute. (JMF)

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THE ORGANIZATIONAL HISTORY OF THE CANADIAN INTERCOLLEGIATE ATHLETIC UNION:

SIR/CAR MODEL AND METHOD FOR ANALYZING CONFLICT AND CHANGE

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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to the
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THE ORGANIZATIONAL HISTORY OF THE CANADIAN INTERCOLLEGIATE ATHLETIC UNION: SIR/CAR* MODEL AND METHOD FOR ANALYZING CONFLICT AND CHANGE

by Dick Moriarty, Ph.D.

> It is not unknown to me how many have been and are of the opinion that worldly events are so governed by fortune and by God that men cannot by their prudence change them, and that, on the contrary, there is no remedy whatsoever and for this they may judge it useless to toil much about them but let things be governed by chance.
>
> (The Prince, 1640)

Scholars and scientists have debated for centuries the basic issue of the interrelationship of conflict and change. In Europe disciplinarians (essentialists) sought the answer in definitive statements on specific issues, while in North America professionals (instrumentalists) have sought tentative answers to significant questions.[1] The various disciplines/professions have stated the problem in a variety of ways:

> "Is it heredity or environment or the interaction of these two which determines individual development?" - psychology
>
> "Is the group a static composite of the roles or a dynamic composite of the individual personalities? - sociology
>
> "Do cultures rise and fall in cycles or change erratically?" - anthropology
>
> "Is being eternal or temporal and which of these should determine what ought to be?" - religion and philosophy
>
> "Does change come about by evolution or revolution?" - political science
>
> "Does order or disorder prevail in our environment?" - geography, biology and physics
>
> "Does reality exist in continuous or discontinuous form and cluster in normal or abnormal curves?" - research and mathematics

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*SIR/CAR is the registered trademark of the Sports Institute for Research/Change Agent Research which is housed in the University of Windsor, Faculty of Human Kinetics. SIR/CAR would like to acknowledge the financial support of Canada Council; Ministry of Education, Ontario; National Centre for Sport and Recreation; and NAPECW/NCPEAM Scholarly Directions Research Committee.

"Do men make the times or do times make the men?" - history

"Do organizations make individuals and groups or do individuals and groups make organizations?" - administrative science

Both scholars in history and researchers in organization have attempted to develop models and methods which would help answer these questions. In organizational history, research has been basically microscopic rather than binocular, micro rather than macro, cross-sectional rather than longitudinal.[2]

> The study of behavior over time in terms of process was almost entirely neglected because of lack of conceptual apparatus.. . . Lack of longitudinal comparative studies, especially those involving history research, seem to have led to a failure to incorporate their insights into the body of writing that makes up contemporary organizational theory.[3]

The purpose of this presentation is to:

1. provide a conceptual molar research model to serve as a model for the study of organizations over specific time periods and to illustrate the adaptation of this research model as an operational paradigm for an athletic association;
2. identify methodology and sources appropriate to such a model and apply the model and method to the original and modern Canadian Intercollegiate Athletic Union (hereafter referred to as the CIAU);
3. test Stogdill's theory on "Cycles of Conflict" and Katz and Kahn's theory on "Stages of Growth and Development."[4]

SIR/CAR Model and Method[5]

The model listed below in Figure 1.0 Molar Research Model in Organizational History[6] is a" holistic model incorporating as casual variables both the humanistic, psychological and socially induced behavior, as well as the technological, economical, and situationally expedient behavior".[7]

A holistic molar longitudinal model does not lend itself to the same analysis and presentation techniques as the fragmented micro cross sectional model analysis and presentation technique. Just as the macro approach requires a different model and method, it also requires different orientation to analysis and presentation. The SIR/CAR model lends itself to two axes analysis and presentation.

1. the vertical variable axis deals with the interaction of events and men to precipitate conflict, change and trends, and
2. the horizontal time sequence axis deals with identification of eras or stages of organizational growth and development.

The vertical variable axis provides for analysis and presentation on three basic clusters of organizational history:

1. the chronicle of events (nomothetic organizational situation)[8]
2. analysis of men in institutions (idiographic organizational administrators)
3. trends (conflict, identification and management associated with change)

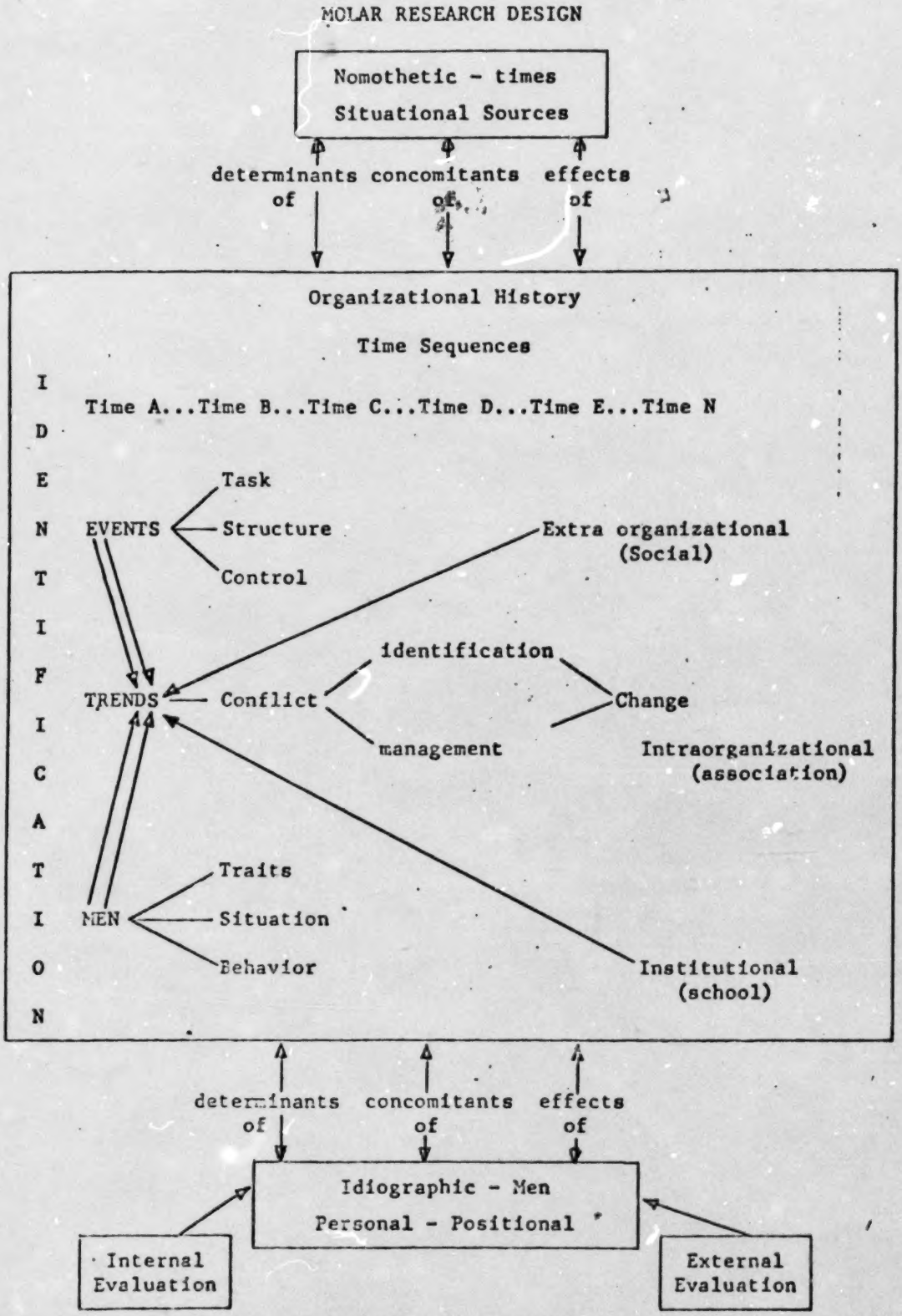

Figure 1.0. SIR/CAR Molar Research Model for Organizational History.

Emphasis in the vertical axis is on analysis of the interface of organizational events and institutional men (drive variables - independent) as they produce conflict, determine change and result in trends (dependent variables).

The horizontal time axis provides for analysis and presentation on the basis of clusters of data identifying eras or stages of growth and development. Selection of eras on the longitudinal time sequence axis on the basis of

1. empirical observation in the constitution of the organization, movement of men and conflict areas and also
2. organizational theory identifying cycles of conflict and patterns of growth and development.

Methodology

> If the group possesses any memory, it exists in its repository of written records, in the memories of its individuals, and in the rituals, customs, traditions and routines passed on from old members to new. Constitutions, by-laws, rules and the like serve the purpose of maintaining stability of structure in [illegible] expectations.[9]

The methodology appropriate to this model is three-pronged and might be termed:

1. essentialistic organizational history
2. instrumental organizational historiography
3. applied empirical organization and management science.

The essentialistic organizational history involves the methodology traditionally associated with the discipline, the techniques of locating and verifying data, and to a lesser extent, drawing conclusions from these data.[10]

The second methodology, instrumental organizational historiography, is appropriate in view of the trend to proliferation of data, the transition from an eye (read) to an eye-ear (see and/or hear) culture, the tendency to audio-visual communication and proliferation of technological aids such as the computer.[11]

The Semi-Directed Focused Interview recorded on tape recording and/or TV is particularly adapted to research design in organizational history aimed at investigating situations in which the interviewee has been exposed to a situation previously analyzed by the investigator.[12]

The third methodology suggested, applied empirical organization administrative science, helps alleviate the difficult historiographic problem embedded in the establishment of categories. "Every man's taxonomy reflects his view of the universe."[13] By using the model and the paradigm developed in this article, the researcher can subject organizations and leaders to a model and method which is based on heuristic research and has been tested by application. The problem,by use of the model and method,has a guiding theoretical framework, method for conducting the investigation, interpreting the results, form for dissemination of results and task force structure.

The interdisciplinary approach to organizational history suggested in this model and method helps answer the basic question confronting any researcher: namely, given specific events, individuals, or trends how representative were they of larger groups; and what kind of impact did they have, if any, upon the events, men and trends? Not only historical and organizational variables can be accommodated, but also in the open-ended SIR/CAR model cultural, ideological, financial, editorial, political, perceptual, pragmatic, psychological, sociological, physical, and biological.[14]

Application of the SIR/CAR Model to the Canadian Intercollegiate Athletic Union

SIR/CAR model and method for research in organizational history were utilized in analyzing the growth and development of the Canadian Intercollegiate Athletic Union from its inception in 1906 through its breakup in 1955 and subsequently in analyzing the growth and development of the modern CIAU which began in 1961.[15] Four periods of growth and development have been identified: Stage One--Primitive (before 1906)with a production sub-system; Stage Two--Primary (1906-1919) with a technical maintenance sub-system; Stage Three--Stable (1920-1944) with a managerial sub-system; and Stage Four--Elaborate (1944-1955) with a destructive turbulent sub-system.

The first stage prior to 1906 can be called the Primitive period of primary play. This period saw the development of university sports on our Canadian campuses. Then from 1906 to 1919 Canada saw the foundation of the Canadian Intercollegiate Athletic Union (Central) and the development

of organized inter-university competition. During this period a sub-system developed for technical maintenance providing rules and regulations. From 1919 to 1944, or between the First and Second World Wars, the CIAUC enjoyed a Stable period of athletic gains. Many called this the golden age of the Canadian Intercollegiate Athletic Union. Growth and development was very extensive, with facilities established, athletic business managers, semi-professional and professional coaches, and subsequently 'professional athletic directors' appointed to staff and managerial sub-system developed to ensure continued gains at a high level. Concomitantly, an informal sub-system evolved in the form of intramurals to replace the primary recreational play of the previous era. Following the Second World War to 1955 there was an Elaborate period when the old Canadian Intercollegiate Athletic Union (Central) grew to a large group size with nineteen members of diverse enrolment, philosophy and practice, both academically and athletically. There was desperate need for an adaptive sub-system to adjudicate conflict within the organization and a boundary system to explain to society the role of the CIAUC. Neither developed and therefore, for all intents and purposes, the old CIAUC folded up in this destructive period.

The Growth and Development of the Modern Canadian Intercollegiate Athletic Union

The modern CIAU was founded in 1961 and its evolution to date traces with frightening regularity the growth, development and decline pattern of the original CIAUC. For example, in the Primary era there was considerable talk in the modern CIAU on codification of rules and regulations, conducting of clinics to upgrade Canadian sport, increase in communication among teachers, coaches and researchers, and only limited interest in who won national championships.

The ultimate goal was to bring university students and coaches together to engage in interaction on school and sport. This era covered the period from the founding of the modern CIAU through the mid 1960's.

The second stage, the Stable or golden era, encompassed the period of revitalization, reorganization and growing achievement, with increase in both quantity and quality of sports games. A highlight of this era was the staging of the Confederation Olympiad in Alberta in Canada's Centennial Year, 1967. Men's and women's teams were involved not only in sport, but also in school endeavours such as debating, drama and other cultural events.

The third stage, Elaborate and potentially destructive era, occurred in the 1970's as sports games turned into athletic contests and the organization turned its attention to increased TV coverage and securing commercial financial support. The conflict level is evident as "our lawyers and their lawyers debate whether or not the focus of attention should be on individual student rights and regional association play or national competitions; and/or the legality of barring students from competition on the basis of nationality."[16]

In the Primary student play era the major sub-system aimed at producing service for students. The CIAU was a voluntary autonomous educational sports organization. In the Stable or golden era the major sub-systems were aimed at managing and maintaining the organization. This era saw the appointment of a full-time paid executive director and secretary, the establishment and centralization of a national office in Ottawa and contribution of large sums of federal money with "no strings attached."

Initially, the federal representatives indicated that university educators knew best how to develop educational sport. the close of this era, however, the federal representatives were advising CIAU executives and the general assembly that increased sums would be available so long as "the goals of the members of the CIAU were equal to those of the nation - athletic excellence in national and international competition." The federal representatives told the CIAU general assembly at Banff that the federal government was "launching a program of third-party scholarships, hopefully with the support of the CIAU, but if need be, without the support of the CIAU."[17] In the Elaborate era if destruction is to be avoided the major sub-systems required are adaptive to adjudicate conflict between the CIAU and the member institutions and associations,and boundary to compromise, conciliate and coordinate the CIAU with other sports governing bodies, the federal government, mass media and commercial enterprises with which the CIAU has formed entangling alliances.

Over time the CIAU has shifted from a voluntary mutual benefit service organization focusing attention and resources on students engaged in educational sport games to an incorporated commonweal or business organization focusing on national or international competitive contests for semi or reinstated professionals. Conflict has gone full cycle and now, if theory holds true, the CIAU will likely either (1) dissolve, (2) divide itself into an educational sports participation games section and a sports business competition contest section, (3) be absorbed into a larger supra organization such as Sport Canada or (4) be rejuvenated and start a new cycle in a voluntary mutual benefit service organization for sports games. The latter possibility is not probable until after the 1976 Olympic Games which will undoubtedly signal a gross reduction in federal and provincial expenditure on sports and athletics.

The persistent problems which have confronted the original and the modern CIAU are listed below in Figure 2: CIAUC Conflict Cube - Extra-organizational, Institutional and Intraorganizational. The appearance of these problems, their persistent evolution throughout the organizational history of the CIAU, the ebb and tide of intensity throughout the course of the CIAU, and ultimately, self-destructive flood of problems which lead to the virtual breakup of the original CIAU Central in 1955, and would seem to threaten the modern CIAU in 1976, seem to substantiate the theory of cycles of conflict and patterns of organizational growth and development.

Conflict and Change Theory

After twenty years of intense empirical research on a wide range of organizations, and leaders including economic (businesses), maintenance (hospitals), adaptive (educational), and governance (political), Ralph M. Stogdill and his colleagues in the Ohio State Leadership Institute came to the conclusion that organizations and the men who are involved in them are quite similar in time and over time.[18] Stogdill and his associates confirmed the theory that

> Organizations, if they survive for any length of time, exhibit cyclical periods of growth and decline. They often experience difficulties and hardship in the early stages of development, then exhibit a period of revitalization, reorganization and growing achievement. After reaching a period of peak achievement, they begin to weaken and experience increasingly serious difficulties. Under extreme deterioration they either dissolve, are absorbed, or become rejuvenated and start a new cycle.[19]

CIAU CONFLICT CUBE

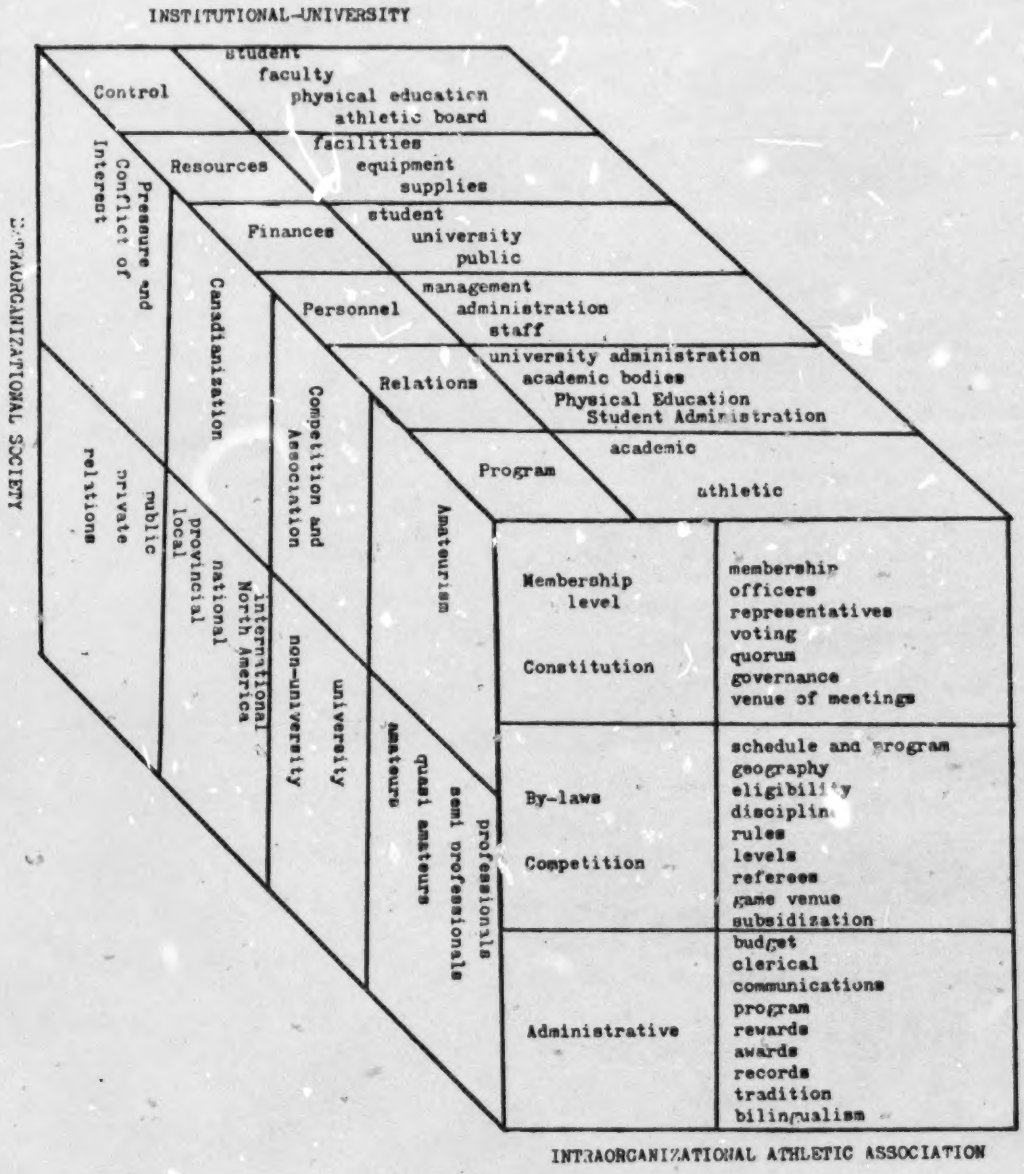

Figure 2. CIAU Conflict Dimensions - Extraorganizational, Institutional and Intraorganizational

There is additional and subsequent substantiation for the theory of organizational patterns of growth and development in the work of Daniel Katz and Robert L. Kahn and their associates at the University of Michigan Survey Research Centre and Institute for Social Research.[20] Katz and Kahn theory maintains an organization goes through three stages or periods: (1) primary, (2) stable, and (3) elaborate: and further that the concomitant sub-systems which evolve are (1) production; (2) maintenance and management and (3) adaptive and boundary.[21]

Summary

Do men make the times or do times make men? Do individuals and groups control organizations or do organizations control individuals and groups? The organizational history of the CIAU (both original and modern) would seem to suggest the latter. Perhaps Machivelli can provide the reason for this:

> That we cannot. . . change at will is due to two causes: the one is impossibility of resisting the natural bent of our characters: and the other is the difficulty of persuading ourselves, after having been accustomed to success by a certain mode of proceeding that any other man can succeed as well. It is this that causes the varying success of a man, for the times but he does not change his mode.

SIR/CAR molar longitudinal model and method, employing essentialistic, instrumental and applied methodology and two axis (vertical variables and horizontal time) presentation, may not answer the deep questions of conflict and change, but at least it directs researchers to major questions and avoids the "trend towards trivialization, porcupine research, or the fritteri.. of scarce resources on sterile problems with minute variations in technique seeking scientific prestige by working or reworking problems where existing methodology permits percise measurement regardless of whether the problem itself is fundamentally important."[22]

Notes and Bibliography

1. Cf Max Pages, "Bethel Culture,1969: Impressions of an Immigrant," Journal of Applied Behavioral Science, Vol. 7 (1971), 277-78.

2. See Edward A. Watson, "Stoom-Bloom: Scientific Objectivity versus Romantic Subjectivity in the Ithaca Episode of Joyce's Ulyses," University of Windsor Review, Fall,Vol.I, No. 1,1966, 11-25; J. Gordon Parr, "A Sweet Disorder," The University of Windsor Review, Vol. I, No. 2, Winter 1965, 187-194; Research in physical education has been predominantly molecular with the preponderance of work on minute questions. This is particularly true in analysis of athletic associations and sports organizations focusing on technical level problems and issues. See Lawrence Locke, Research in Physical Education, (New York: Columbia Teachers College, 1969).

3. Tom Burns. "The Comparative Study of Organization" Organizational Design and Research, ed. James D. Thompson and Victor H. Vroom (Pittsburgh, Pa.: University of Pittsburgh Press, 1971), 135-38.

4. See Ralph M. Stodgill. Handbook of Leadership: The Survey of Theory and Research, (Don Mills, Ont.: Collier-Macmillan, Ltd., 1975) and Daniel Katz and Robert Kahn, The Social Psychology of Organizations (New York: John Wiley and Sons, Inc., 1966).

5. The author assumes responsibility for this model and methodology. It was developed in conjunction with research on "The Organizational History of the Canadian Intercollegiate Athletic Union (CIAUC), 1906-1955," unpublished Ph.D. dissertation, The Ohio State University, 1971. The influence of Ralph M. Stogdill of the Ohio State University, Daniel Katz and Robert Kahn of the University of Michigan and Andrew W. Halpin of of the University of Georgia are acknowledged with sincere gratitude.

6. See Dick Moriarty, "Model and Method for Research in Organizational History and Application of a Model and Method for Research in Organizational History: Canadian Intercollegiate Athletic Union Central, 1906-1955," Proceedings of the Second Canadian Symposium on the History of Sport and Physical Activity (May 2, 1972), Ottawa, Ont.: Canadian Association for Health, Physical Education and Recreation.

7. George H. Rice and Dean W. Bishopric. Conceptual Models of Organizations. (New York: Appleton-Century Crofts, 1971), 129.

8. The terms nomothetic and idiographic were employed by Getzel and Guba in differentiating between the institution's roles and expectations (nomothetic) and the individual's personality and needs (idiographic). In this model nomothetic is employed in its more basic etomological meaning referring to organizational task, structure, and control. Cf. J.W. Getzel and E.G. Guba. "Social Behavior and the Administrative Process," The School Review, (Winter, 1957), 423-441.

9. Ralph M. Stogdill, Individual Behavior and Group Achievement (New York: Oxford University Press, 1959), 82.

10. Lawrence Cremin cited in Mark Beach, "History of Education," in Review of Educational Research: Methodology of Educational Research, XXXIX (December, 1969), Washington, D.C.: American Educational Research Association, 561.

11. See Marshall McLuhan, Understanding Media (New York: McGraw-Hill, 1965) and Mark Beach, op. cit., 571-72.

12. See Robert K. Merton and Patricia L. Kendall, "The Focused Interview," American Journal of Sociology, May 1946, pp. 541-557. (Publication No. A-55 Bureau of Applied Social Research, Columbia University) and George Short and Cam Innes, "(The Semi-Directed) Focused Interview: A Tool of (Organizational) History Research," Proceedings of the Second Canadian Symposium on the History of Sport and Physical Activity, (May 2, 1972) Ottawa, Ont.: Canadian Association for Health, Physical Education and Recreation, 1971, 232-243.

13. See J.E. Anderson, "Child Development: An Historic Perspective," Child Development, XXVII (June, 1956), 181-196.

14. See Erling Eng, "Looking Back on Kurt Lewin: From Field Theory to Action Research," Proceedings of the Cheiron Society Annual Meeting, (May 27-30, 1976) Washington, D.C. (to be published)

15. See Dick Moriarty, "The Organizational History of the Canadian Intercollegiate Athletic Union Central (CIAUC) 1906-1955,"unpublished doctoral dissertation, The Ohio State University, 1971; "Learning From Our Neighbours, The Canadian Way," address to the National Association of College Directors of Athletics and the Canadian Association of University Athletic Directors at their 9th Annual convention in Montreal on June 24, 1974, published in Athletic Administration, Fall, Vol. X, No. 1, 1975, 22-25; and address to the International Symposium on Sport and Physical Education on "Canadian Intercollegiate Sport Organization: Challenge, Conflict and Change," State University of New York at Plattsburgh, February 23, 1972 (available on audio tape from the University of New York at Plattsburgh).

16. See the judgement of J. O'Driscoll, Proceedings of the Supreme Court of Ontario, Toronto Weekly Court,between University of Windsor (plaintiff) and Canadian Intercollegiate Athletic Union (defendant) (November 12, 1975); and C. Denne Burchell, Chairman of the Board of Inquiry, in the matter of The Human Rights Act, Chapter 11, Statutes of Nova Scotia, 1969, concerning complaints of W. Bruce Gillis, on behalf of George Beattie against the Canadian Intercollegiate Athletic Union and Acadia University, Dalhousie University, St. Francis Xavier University and St. Mary's University (added as parties by order of the Minister in charge of the Human Rights Act); and the complaint of Eric B. Durnford on behalf of Peter Crocilla, Frederick Perry and Robert Taboski against the Canadian Intercollegiate Athletic Union and St. Mary's University and Acadia University, Dalhousie University and St. Francis Xavier University (added as parties by order of the Minister in charge of the Human Rights Act) July, 1975.

17. See minutes of the Canadian Intercollegiate Athletic Union and hear audio tapes and personal correspondence available in the University of Windsor Sports Archives which house the complete records of the CIAU Central and numerous tapes, personal correspondence and some records of the modern CIAU.